

# Whimble Primary School - Curriculum newsletter

**Class: Oak      Year: 3/4      Term: Autumn 2022**



Dear all parents and pupils,

We do hope that all of the pupils have had a good start to the new year and we are pleased to report that they have settled well back into school life.

Staff in Beech, Oak and Willow classes will once again be working with each other on a range of curriculum areas this term to plan and resource a variety of learning opportunities for the children in KS2.

Here at Whimble School, we are committed to ensuring that the children we teach make good progress and achieve their full potential, whilst also enjoying their learning and being enriched by all we have on offer at our school.

## English

- 'Fiction- To write a story with a satisfactory problem and resolution. This will closely follow the structure of the story 'The Beasties' by Jenny Nimmo.
- To make sure that simple sentences are always punctuated correctly.
- To begin using conjunctions to create a better structure/flow to a piece of writing.
- Poetry- To read a variety of performance poetry and to be able to discuss the similarities and differences. To use their voice to add excitement to a performance of a piece of poetry.
- To make sure to use full sentences when answering comprehension questions in reading.
- On-going spelling patterns and rules, along with technical vocabulary linked to topic.
- To use reasoning and inference skills during our whole class guided reading lessons.
- **Topic based writing activities-** Informative non-fiction piece of writing about a woman called Boudica (Iron Age Warrior Queen).

## Maths

### Place Value

- Represent and partition numbers up to 1000
- Compare and order numbers up to 1000
- Count in 50s
- Rounding numbers (Y4)
- Roman numerals (Y4)

### Addition and Subtraction

- Add and subtract 1s, 10s and 100s
- Add and subtract across the 10s and 100s boundary
- Add and subtract a 3 digit number with a 2 digit number
- Add and subtract 4 digit numbers with no exchange (Y4)

### Multiplication and Division

- Sharing and grouping
- Using arrays
- Learn and practise the 2, 3, 4, 5, 8 and 10 times table
- Begin to look at the 6 and 7 times table (Y4)

## Science

### Forces and magnets

- Compare how things move on different surfaces
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials
- Predict whether two magnets will attract or repel each other - poles.

<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
<p><b>Art and Design</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Experiment with blocking in colour, washes, thickened paint to produce textures.</li> <li>• Use light and dark within paintings and explore complementary colours.</li> <li>• Start looking at a style of an artist (Not Copying)</li> </ul>
<p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• To understand and use leavers and linkages to create moving parts.</li> </ul>
<p><b>Computing</b></p> <p><b>Computing systems and networks – Connecting computers</b></p> <ul style="list-style-type: none"> <li>• What parts make up a digital device and how does it work/ help us?</li> <li>• How do computers connect and what does our school network look like?</li> </ul> <p><b>Creating media- Stop frame animation</b></p> <ul style="list-style-type: none"> <li>• To use a range of techniques to create a stop-frame animation. Next, we will apply those skills to create a story-based animation.</li> </ul>
<p><b>History - How do artefacts help us understand the lives of people in Iron Age Britain?</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today and the main features of a roundhouse.</li> <li>• Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time.</li> <li>• Recognise and describe the importance of Iron Age staters and understand how archaeologists suggest they were used by people over 2k years ago.</li> <li>• Describe who Boudica was and explain why she fought the Romans.</li> </ul>
<p><b>Religious Studies - Does completing Hajj make a person a better Muslim?</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of Hajj to a Muslim.</li> <li>• Make links between beliefs and the rituals that take place.</li> <li>• Make connections with stories from the Qur'an and the Hajj pilgrimage.</li> </ul>
<p><b>Languages- French</b></p> <p><b>Getting to know you</b></p> <ul style="list-style-type: none"> <li>• Engage in conversations, ask and answer questions in the context of introducing yourself. To exchange names in French.</li> <li>• Listen attentively to spoken language and show understanding by joining in and responding; engage in conversations, ask and answer questions in the context of saying goodbye. To choose appropriate phrases for the situation.</li> </ul> <p><b>All about me</b></p> <ul style="list-style-type: none"> <li>• To understand classroom instructions and actions.</li> <li>• To learn the vocabulary for parts of the body and clothing (colours).</li> </ul>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Using Charanga to listen and respond to music and create and perform a class ensemble.</li> </ul>

**Physical Education**

PE lessons will generally take place on Monday and Wednesday each week, but may sometimes need to take place on other days, so please could your child have their full PE kit in school each day.

In our Real PE lessons we are going to work on continuing to try hard even when things are difficult whilst showing patience and supporting others when necessary.

We will also be learning the rules of the game dodgeball and feel confident to apply some new skills to the game, in the first half term. Then in the second half term we will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball

**Personal Development and PSHE**

Our jigsaw units this term are about helping people to get along and making sure we care about and work well with others. As well as accepting that everyone is different and we need to think about the way we treat each other and how to help when we see any bullying taking place.

In our skills builder lessons this term we will be working on leadership and teamwork. We will look at how to manage dividing up tasks in a fair way whilst working well with others by taking responsibility for completing our tasks. These are linked to our certificates this term which will focus on 'Respect' and 'Responsibility'.

**Home learning**

- **Spellings**- will be issued on a Wednesday and lists will now change every week. There will still be a test every Wednesday and I will make sure the results go home in the small purple books where the lists will be stuck in.
- **Times tables**- constant practise of times tables. TTRockstars and google classroom TT homework (I can print for the pupils who need it printed). We will also be doing weekly TT quizzes to help assess where extra support is needed.
- **Occasional topic homework**- will be set in accordance to what we are learning about that term. Return dates will be on the homework.
- **Reading**- it is really important that a child is reading most afternoons/evenings after school, even if this is just for five-ten minutes. I have already issued all the children with a bookmark, which have questions for you to ask. It is also lovely for a child to hear a parent or another adult read an appropriate book to them; this is a great way to promote an interest in reading.
- **Writing**- I know some children really enjoy writing and being imaginative so I will place some pictures on the google classroom to help inspire some writing. This is not for me to take in and mark. Of course I would always love to read them but it is more of an activity for the children to practise their writing stamina at home.

**Clubs**- Breakfast club – See website

After school club- See Website.

**Spellings**- Every Wednesday. A new list each week.

**PE**- Monday and Wednesday.

Hello,

I Just want to say what a fabulous job the whole class has done at settling back into a class routine. I have already seen such a change in all of them as they have understood what being in KS2 means. I am very proud and can't wait to see this continue and to see them all produce some fantastic work.

Please do not hesitate to contact the office to arrange a meeting with me if you feel you need to chat to me about anything.

Best wishes,

Miss Dunsford